

# Classroom Management for Learning STARTALK Principles

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# Presentation Team

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# 2013, 2014, 2015, and 2016 HYCA STARTALK STEM-Integrated Chinese Learning Program



- Integrated language immersion, culture & creative hands-on STEM concepts & activities
- Curriculum & lesson plans designed around ACTFL 5-C standards
- Theme – “Explore Water, an Essential Element of Life”
- Using fictional “Water Baby” character to engage students
- Students followed the storyline through his life, magic show, and adventures with reinforcement of technology

# Objectives:

By the end of the session —

- You will be able to explain how your classroom management has integrated the six principles of STARTALK
- You will be able to give at least two examples that reflect the integration.

# What are the six principles of STARTALK?

- Turn and talk



# What are the six principles of STARTALK?

- **1. Implementing a Standards-Based and Thematically Organized Curriculum**
- **2. Facilitating a Learner-Centered Classroom**
- **3. Using the Target Language and Providing Comprehensible Input for Instruction**
- **4. Integrating Culture, Content, and Language in a World Language Classroom**
- **5. Adapting and Using Age-Appropriate Authentic Materials**
- **6. Conducting Performance-Based Assessment**

From <https://startalk.umd.edu/principles/>

# Principle 1: Implementing a Standards-Based and Thematically Organized Curriculum

- Five Cs of ACTFL World Readiness Standards:

*Communication—Three Modes, Culture, Comparison, Connection, and Community*

- Theme of the program:

*“Explore Water, an Essential Element of Life”*

---Three weeks’ topic:

*Week 1: Let’s Have Fun with Water Baby*

*Week 2: Water Baby’s Magic Show*

*Week 3: Water Baby’s Adventures*

# Classroom management strategies: Principal 1- theme and standards

- Lesson planning sticks to the theme: “The Water Baby” story
- Objective driven class activities: Display and check the objectives



## Principle 2: Facilitating a Learner-Centered Classroom

- Minimize “teacher-centeredness” and serve more like facilitators
- Design activities where students are able to help themselves individually and in groups

# Classroom management strategies: Principal 2 – Learner-centered

- Restraint in teacher talking time
- The use of individual and cooperative learning activities



<https://startalk.umd.edu/principles/lcc.xhtml>

## Principle 3: Using the Target Language and Providing Comprehensible Input for Instruction

- How to make target language input comprehensible:

*Present the same concept in multiple contexts and through multiple senses*

*Fully utilize students prior knowledge*

- Check for comprehension frequently to make sure every student understands

# Classroom management strategies: Principal 3 -target language and comprehensive input

- Target language input in different contexts and through multiple senses
- Check for comprehension frequently



# Principle 4: Integrating Culture, Content, and Language in a World Language Classroom

- Make sure each class needs to have the integration of all the three:

An example for Day 5 classes:



--- In language class, water baby goes dragon boating

--- In science class, water baby sees different kinds of Chinese boats

--- In arts and craft class, every student builds a dragon boat, using the portions of the sentences learned in the language class



# Classroom management strategies: Principal 4 – integrating language, culture, and content

Integration of these three components



今天，我们要

- 数豆豆: 一, 二, 三, 四, 五, 六, 七, 八, 九, 十
- 吃豆芽: 
- 发豆芽: 
- 做水分子 (H<sub>2</sub>O): 

Another example for the science class:

<https://startalk.umd.edu/principles/ccl.xhtml>

## **Principle 5: Adapting and Using Age-Appropriate Authentic Materials**

- Videos related to the theme
- Hand-on materials for all the classes
- Songs, rhymes, and stories related to the theme

# Classroom management strategies corresponding to Principal 5 – authentic materials



- Videos related to the theme: an authentic Chinese children’s cartoon “The adventure of the Water Baby”



- Hand-on materials for all the classes:

- Songs, rhymes, and stories related to the theme: Chinese songs related to water (ocean, rain, and so on)



## **Principle 6: Conducting Performance-Based Assessment**

- Interpretive: Students use TPR to respond to teacher commands or draw pictures based on what the teacher describes
- Interpersonal: Bicycle chain, inner-outer circle
- Presentational: Students give a presentation

# Classroom management strategies: Principal 6 – performance-based assessment

- Interpretive: TPR, drawing
- Interpersonal: Bicycle Chain, inner-outer circle
- Presentational: present the work



# Your suggestions and Ideas on STARTALK Classroom Management for Learning STARTALK Principles

Discuss and share!



# Any Questions?

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